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# AN ADDRESS

## TO THE FRIENDS OF EDUCATION

ESPECIALLY, AMONG THE ILLITERATE CLASSES

BY

✓  
PROF. J. C. ZACHOS

CURATOR OF THE LIBRARY OF THE COOPER UNION

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(UNDER THE AUSPICES OF THE "NATIONAL SOCIETY FOR ILLITERATES")

NEW YORK, AUGUST 1st, 1891



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## TO THE FRIENDS OF EDUCATION.

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The "National Society for the Illiterate," is designed to promote such methods of instruction in reading, as will facilitate the teaching, and much shorten the time of instruction, in reading English. Such a method is indicated in the small essay that accompanies this address.

But first, we call your attention, respectfully, to the following facts, bearing upon the illiteracy of this country.

I. From the Report of the Superintendent of Public Instruction for the State of New Jersey.

September 3, 1890.—From affirmations of the Superintendent of Instruction for the State of New Jersey, we learn the following startling facts:

"There are thirteen cities in the State that furnish sitting room for only 30, to 47, per cent. of the children of those localities. In other words, more than half of the children are deprived of school privileges. Not a city furnished sitting capacity for 70 per cent! Jersey City can seat less than one-third of its school population. Think of it! In some localities in the old State of New Jersey, in this great and enlightened Republic of America, less than one-third of the children can go to the public schools; and many cannot go anywhere, to school. Why can they not attend school? Perhaps, the people do not consider it ne-

cessary. No! The Government is professedly founded on the education and enlightenment of the people. What then? The people do not provide the means. Are they too poor? They are possessed of revenues incalculable, in their abilities. On all sides, from a thousand ports of entry, in a great nation of which this State is a part, and from countless workshops within the nation, commerce and manufactures are aggregating vast wealth. No! It is not the poverty of the people that causes neglect of the schools. It is the principle, on which they are managed. The adequate support of the public schools by voluntary, local taxation, is a failure.

“From the last national report, we find that for ten years preceding 1888, the increase of school population for New Jersey, between the ages of six and fourteen years, was 26.2 per cent. The increase of enrolment was 13.4 per cent.;—just about, two of increase of population, to one of enrolment in the schools. This means a growing population who do not go to school. A growing population who do not go to school, means growing illiteracy and the growth of a dangerous class.”

“New Jersey is not alone in this condition. Let us look at the nine North Atlantic States;—those extending from Maine to Pennsylvania. The oldest, richest of the States, and those in which the present method of supporting the schools by local taxation, if anywhere, may be expected to be perfect in its working. From the report to which I have referred,—(Colonel Dawson’s) we find that in the ten years immediately preceding 1888 the increase of children between the ages of six and fourteen years, was 16.5, per cent. The increase of school enrolment for the same time, was but 5.7, per cent;—just about one-third. Two-thirds of the

growing population, kept out of school;—and this, in the nine oldest and perhaps most enlightened States! To decide whether the system of support of public schools by voluntary, local taxation, is a success or failure, we would not need to go further; but, in fact, the same tendency and direction of education matters, is seen all over the Union. We are doing a great deal more of talking, each year, about what we are doing in the schools; but, the quantity of what we are doing, does not bear the same ratio to the amount of work to be done, that it did ten years ago. For that reason, illiteracy is growing upon us, and must continue to grow.

“That legislator must be deaf indeed who, living within the State, has not heard the appeals of school officers, for more money, with which to furnish needed schools, and of children demanding admission. And he must be wilfully blind, with the facts and figures we have quoted,—easily accessible for verification,—who does not see that the School fund of the State is the one of all least able to contribute to the other expenses of the State government.”

## II. From Annual Report of Superintendent Draper.

Albany, January 3d.—Superintendent Andrew S. Draper, of the State Department, of Public Instruction, in his thirty-seventh annual report, for the year 1890, says in substance, that the school year just closed, has been one of the most prosperous and successful, in the whole history of the common school system of the State. “The number of children of school age, between five and twenty-one years, in the State is 1,844,596; of which, 1,042,160 have attended the public schools, during the year just closed; when the average daily attendance of pupils was 642,984.”

Whence, it appears that of the whole number of children of school age, 802,000, have not attended school ; and this is nearly, 200,000, more out of school, than the average daily attendance. It would be curious to know, how many of those in non-attendance, are less than fifteen years of age ; and how many are illiterate.

In his two preceding reports, Mr. Draper called attention to the alarming fact that, "comparatively speaking, the attendance upon the public schools is falling off." Again he sounds the alarm. "The total attendance upon the schools," he now reports, when compared with the whole number of children of school age, has grown less and less, with strange uniformity. This condition of things, is an irresistible argument for the prompt passage of a working, compulsory, education law, to supersede the useless one, now on the statute-books. Certainly, there is greater need for a general diffusion of education in a republic than in a government, not "of the people." Yet, the duty of compelling the attendance of children at school, which New York neglects, is, as the report shows, faithfully discharged by Germany, France and England.

### III. Facts from the Report on the Public Schools of New York City.

October 1, 1890.—The interesting and valuable report which "President Hunt, of the Board of Education, and Superintendent Jasper have been preparing during the last ten days, in answer to Mayor Grant's questions regarding the conditions of the schools, was sent to the Mayor yesterday afternoon. The report is full and complete, and covers more than twenty type-written pages. It reflects great credit on the compilers. It reads in part, as follows: "Re-



ferring directly to the interrogatories contained in your communication."

"The legal school age is from five to twenty-one years. The limit of age for compulsory attendance at school, is fourteen. The estimated population between the ages of five and fourteen years, is as follows: Grammar, 103,000; Primary, 168,000; total, 271,000. The estimated school population between the ages of fourteen and twenty-one years, is 208,000. Of the population between the ages of fourteen and twenty-one,—there are taught in the public schools, 155,001; in the nautical, corporate and evening schools, 18,000; in the parochial and private schools, 30,000; in the colleges and academies, 4,999. These make a total of 208,000."

"If every one of the school population, between the ages of five and twenty-one years, should apply for admission to the public schools, and every class-room and main room should be filled to its legal limit, there would remain 84,000, unsupplied with school accommodations. Accommodations would also be needed for the 18,000 pupils over fourteen years old, who have actually been taught in the public schools. Hence, the apparent deficiency in school accommodations, would amount to 102,000 sittings. Taking into consideration the estimated attendance in other schools, etc., the deficiency amounts to about 100,000."

#### IV. Public Education in Connecticut.

April 20, 1889.—"The last annual report of the Connecticut Board of Education, reveals a condition of things which is calculated to astound the country; and which cannot fail to mortify every good and public-spirited citizen of

Connecticut. It demonstrates that the country schools utterly fail to do the work entrusted to them. These country schools do not begin, even, to half-teach." "In one of the towns of New London County, out of thirty-five children, twenty-two could not write,—enough, even to make an attempt at an examination; and of these twenty-two, some were twelve years old, and had attended school from six to eight years! Nor was this an isolated case. In another school in the same town, four children, ages respectively ten, eleven, twelve and thirteen, could not make a single letter. The failure in spelling was still more marked. "Out of 1,829, pupils tested"—we quote from an abstract of the report,—“787, misspelled, ‘which,’ 699 misspelled ‘whose,’ and 403, could not spell the name of the town in which they lived.” An examination in arithmetic, revealed the fact that thirty-two out of seventy pupils above the age of thirteen, were unable to do a sum in simple addition.

#### V. Education among “The Poor Whites,” at the South.

May 25, 1889.—It appears from a report made to the Presbyterian Assembly, that the mountain districts of North Carolina, Southwest Virginia, Southern and Eastern Kentucky and Eastern Tennessee, contain a population of about two million, white people;—largely of Scotch-Irish descent;—of whom, 70, per cent., can neither read nor write. This statement suggests the reflection that if there is one thing which is more essential than the education of the Southern negroes, it is the education of the Southern whites.

#### VI. When the Majority of the Poorer Children Leave School; and How Much they Accomplish.

Levi Wells Hart, a distinguished teacher, thus states the facts, in the "American Journal of Education."

"Half the school-boys, or more than half, leave school, by the age of about eleven years;—in the great cities of New York, Chicago, Brooklyn, St. Louis, New Orleans, and other cities. The statistics show it. The Superintendents show it."

"In other words, more than half of the children, even under the best organized systems, do not attend school, more than three years. With shorter terms and poorer facilities, the attendance in the rural districts, in most of the country schools, is even less than in the city schools."

From eight to eleven or twelve, are the three vital years for all such children;—boys and girls; the vital years affecting and controlling and over-ruling the whole after-life. Then, or never, is the alternative.

"The primary school course ought to be expressly fitted to the wants of this immense number of young children;—even more critically and lovingly fitted to their needs than any other. Select the very best teachers for these little folks; because, they have so little time to spare;—so much need to be prepared for life."

Put these facts stated by Mr. Hart, with those of President Eliot of Harvard University:—

Boston, November 29, 1890.—President Eliot, of Harvard University, speaking before the Massachusetts Teachers' Association, says:

"I turn now to the examination of the quantity of work, really done in our common schools; in our average grammar schools;—not to its distribution, but to its quantity. In the first place, let me take the reading quantity. I find that in an average school, the amount of time given to read-

ing and the study of the English language, through the spelling-book and the little grammar, which is used in that school, and in a variety of other aids in the learning of English,—the amount of time so devoted is 37, per cent. of all school time, through six years. A graduate of a high-school, could read consecutively aloud all that the children have done, in these six years, in forty-six hours. Of course, this is only a rough test in an endeavor to give some idea of the quantity of work performed ; it does not represent the capability of the childish mind at all.”

President Eliot finds that “the time devoted to arithmetic in the public schools, is nearly 21 per cent., but by careful computation, he finds that a high school pupil can do the entire amount of arithmetic work scattered through two years, in just fifteen hours. He thought that in general the memory was trained too much and the faculties of observation too little.”

#### VII. The General Census, On the Illiteracy of the Country.

The following statistics, sum up the facts, with respect to the illiteracy of the whole country. It is one of the last general reports made by the “Commissioner of Education” in Washington.

This Report is not based on the last census of 1890, which has not been promulgated, at the present writing ; but on the census of 1880 ; and from other sources, within the reach of the Department. Its moral and statistic force, on the question, is therefore, not impaired ; for, similar conditions, still prevail.

	Population.	Persons, un- able to write, — between 10, and 21, years.	Adult illiter- ates—21, or more years, old.
The Northern Division of States and Territories,—New England— the Mid States and the West- ern .....	29,567,961	1,338,814	1,100,364
Southern States—from Delaware, to Texas.....	18,507,324	4,715,395	2,961,371
Pacific Division West of the Rocky Mountains .....	1,902,874	159,971	119,612
Total.....	49,978,159	6,214,180	4,181,347

It appears by this table, that in a total population of 49,978,159, 10,395,527 are illiterate ;—or about one-tenth ;—counting the voting population, at one-sixth of the whole, we have, 8,329,693, voters.

The last column shows 4,181,347, illiterate adults ;—or nearly one-half !

#### WHAT THE SOCIETY PROPOSE.

The “National Society for Illiterates,” in view of the facts above given, propose to organize public sentiment, and bring it to bear on the best and most efficient methods, to overcome, or at least, much diminish the illiteracy of this country ; for, whatever other political or social evils may beset our country, this, of illiteracy, aggravates them all, and even makes some of them possible.

VIII. The National Government must be Induced to Act in Mitigating this National Evil.

The fact of most vital bearing on the question, is that

through the emancipation of slaves in the South, now amounting to 8,500,000, with the endowment of citizenship, a great amount of illiteracy has been thrown upon a part of the country, falling very heavily upon its local resources; a fact for which, the general Government is responsible;—certainly not the local governments of the South.

The same fact exists, in different degrees, through a policy of free immigration, that has poured its hundreds of thousands of the illiterate into locations where, the population is either too dense, as in large cities, or too sparse, as in the West and South, for the local resources of these sections to meet this illiterate condition of the people, without some help from other parts having a less disproportion between the means and the end.

Out of this state of things, arises the appalling fact that “illiteracy in these parts, is growing as fast as the population!”

### IX. The Consequences of this Fact.

Let the reader fix his mind upon this fact, and gauge its momentous consequences.

The fact of this growth of illiteracy, in this country, is forced upon us, by the observation and testimony of those most competent to ascertain the truth;—Superintendents of education and of schools throughout the country. It is officially announced by the Commissioner of Education in Washington.

There is no other remedy for this evil than either to take the vote out of the hands of the illiterate, or to provide some measure, to decrease the illiteracy of the country;—and this must be done by some other means than the natural increase of the wealth, population, and diffused intelligence

of the people. On this, some are disposed to rely, but it can have no sufficient application; because, though the population of this country doubles every twenty-five years, and its wealth quite as much, yet, illiteracy increases as fast, or, faster than the population in parts of the country;—especially, at the South.

What is the hope, then, that this overshadowing and paralyzing evil, menacing the free institutions of our country, can be met by the growing intelligence and wealth of those sections, Territories, and States where it now prevails? The fact still remains that the illiteracy grows the fastest, where, the population increases the most rapidly;—in large cities, in the South, where the negro increases faster than the white; and in the West, most rapidly filling by immigration.

#### X. The Objection of “Autonomy.”

The whole resources of the country are, therefore, called upon to mitigate this evil;—at least by helping, for a limited time, the resources of those sections of the country, where illiteracy is gaining ascendancy; and where the local indifference of the governing class, as well as the poverty of the people, make it impossible to stem this great evil through the whole country.

It is true that “municipal government” and even, “individual rights” are the “safeguard of general liberty.” But it is sophistical to argue that such rights can stand against the interests of the whole country.

A bill, with guarded and careful conditions against this, only plausible objection, will be an answer to all claims that it impairs the responsibility and autonomy of any section of the country, in the matter of “general education.”

Let no true American be diverted from the point at issue—"shall the general government extend a temporary help, in mitigating this evil of illiteracy," in all sections of the country, where it has been brought about, incidentally, by the action of the Government itself, in the matter of "emancipation" and free immigration?

Take this proposition, in connection with the facts that illiteracy is "increasing in those sections as fast as the population," and what sentimental argument about "autonomy and municipal rights," can stand before the reasons against such a contagious disease, as threatens the life of the whole country!

All other elementary education may be safely left to a people who can read, and who have a controlling vote in their hands; but this of illiteracy, paralyzes both their control and their means. Illiteracy is the subtle poison to progress, in every other respect; for even material wealth is sure to prove a curse to those who are entirely illiterate. Certainly, not a step can be made in any other direction of intelligence, until the power to read is conferred.

### XI. The Argument in Brief.

It has been a given principle in the conduct of the government from its inception, that whatever policy was necessary to the general safety, progress and wholesome development of the whole country, which was beyond the power of the individual States, should be undertaken by the general Government,—such as war, insurrection, or any internal agency or improvement of national importance.

The principle is expressed in the preamble of the Constitution and guides its interpretation. Among the most fatal and diffusive evils that can exist in a free government, is il-



literacy; because, it stops all education at the threshold, shuts out the man from an intelligent vote on public affairs, and confines him to the most inferior class of his fellow-citizens, without any hope of advancement; it virtually, therefore, disfranchises and unfits the citizen for his public duties; it is a fatal injury to the whole country, as a democratic republic.

If this evil of illiteracy, therefore, can be shown to be beyond the practical reach of any of the States and Territories at this time, it comes properly among the subjects enjoined by the preamble of the Constitution; for which, some special provision should be made by Congress, for the "general welfare" of the country.

This is the case with illiteracy in the South, West, and in large cities.

First, in consequence of the "Act of Emancipation" and of the "Laws of Free Immigration," by which a vast number of illiterates, with the rights of citizenship, have been thrown upon the resources of States and Territories,—the least able to bear the burden,—the general Government, at least for a time, ought to extend systematic aid to the several States and Territories, in the proportion of their illiterate population.

Secondly, inasmuch, as the illiteracy of the States and Territories, is "increasing as fast as the population," to a dangerous degree, and beyond those resources, which can be put at the service of education at present, this imminent peril to the whole country, from an illiterate population, with the right of franchise, can be avoided only by a timely and sufficient help from the general Government.

## XII. A Bill in Congress.

In the first session of the Fifty-first Congress, a bill was introduced, at the request of Representative Warner of Missouri, for the appointment of a commission on "Reform in Orthography." Three commissioners were to report to Congress whether, "there is any practical system of orthography for the English language, simpler than that now in use." The commissioners shall be distinguished scholars, etc.

This bill is doubtless smothered, for the present, under the great pressure of the political contest, and weight of business that engaged the attention of Congress. But, if, it be measured by "final results," there is no subject that can engage the mind of patriots, scholars, and intelligent teachers, than this of finding the "best practical way," of mastering the orthography and the typography of the English language, in the teaching of children and adult illiterates.

### THE PHONIC PRINCIPLE.

For more than forty years, this principle, in its application to the reading of English, has been zealously and laboriously carried out, by different "systems of phonetics," introduced into books designed for instruction; and as a permanent reform of the spelling and typography of the English language. But, hitherto, this reform has made no permanent, or important lodgement in the public use of educators or teachers.

The simple reason is that any system of teaching that changes radically, the orthography, or touches in any important degree, the typography of the language, is *impracticable*.

It will be seen that the “phonic method of teaching,” derives all its value from a *principle* that is of undoubted value in teaching reading,—wherever it can be applied without too much objection in practice.

The “phonic principle” may be stated, as “the teaching of reading by sound and sign corresponding.” In other words,—given the “elementary sounds” of any language, to apply the “elementary signs” used in printing the language, as a key to the correct pronunciation of words. This is accomplished in all languages which may be called “phonic,” by the simple fact that the alphabet of such languages and the sounds used in speech, correspond to the letters used in print, or to its typography. The reading of such phonic languages, is the simple process of learning to associate a certain number of sounds with a certain definite number of “signs of sound :” such are the German, Italian or Spanish languages : such were probably the conditions of reading ancient Greek or Latin.

But the English language, having adopted the Latin alphabet for the presentation of its sounds in reading and speaking, had to employ *expedients* to compel twenty-six letters to perform the service of representing forty-five “elementary sounds.” In this respect, every modern language that employs the Latin alphabet for “its signs of sound,” uses *some* expedients,—such as “marking or position”—to make that alphabet adequate to its sounds. But such expedients are few, and well established in use, and taught with the elementary instruction of the pupil in reading.

Such expedients are well illustrated in the marking, or “diacritic marks,” used in “pronouncing dictionaries” and “spelling-books,” to indicate the sounds of the letters and the correct pronunciation of words.

Here, the ordinary typography is so far changed, as to make a near approximation to the ordinary text, and yet such as can be read by "signs and sounds corresponding,"—without altering the orthography of the language.

The "key" to such systems of typography, is found in the beginning of every "pronouncing dictionary." These systems of marking in pronouncing dictionaries, arose from the absolute necessity of employing *some* methods to indicate the correct pronunciation of words; and the apparent neglect of any such expedients in the ordinary typography of the language.

But so valuable has this "phonic principle" been found in the teaching and a correct pronunciation,—however applied; so obvious is its use in the construction of the typography of a language, that many different methods of marking, and different expedients, have been devised during the last fifty years, to facilitate its application to the typography of our language.

Different systems of "phonotypy," have been devised with the specific object of giving an English text, to which the principle of reading by "signs and sounds corresponding," shall be strictly applicable. But none of these have prevailed to any extent. The insuperable obstacle to the introduction of such systems, has been that they change the ordinary appearance of the text too much, and discard the accepted orthography. Yet, it was found that even this great change of the text, if introduced into the elementary "Primers" and Reading-Books for children, by a strict application of the "phonic principle" in reading, gave such great facility and progress in the teaching, that it had a great advantage, as a *mere transition* to the common text of English.

Yet all such systems of “phonotypy,” with much earnest zeal, and no little money to back them, have proved abortive in making any lodgment in our common method of teaching the elements of reading.

This method has always been the same ;—that of *naming letters and memorizing words* ;—without any analysis of sounds, as a “key to pronunciation,” to be first mastered by the pupil in reading.

The great difficulty in the way of every well-meant reform in the typography of our language is, “what key to pronunciation” can we adopt, if we reject the systems of “phonotypy” and the expedients and methods of “pronouncing dictionaries?” These are rejected, because they change too much the ordinary aspect of the text ; so as to prejudice its use, even in elementary reading-books and primers designed only, to teach reading.

“The National Society for the Illiterate” is to be organized, to answer this question ; and to meet this great difficulty, in a very wholesome and necessary reform.

The motives of this society will be based upon three facts :

First, according to the testimony of Superintendents of education, “illiteracy is increasing in this country as fast as the population ;” and this to a dangerous degree.

Second : The children of the poor, and the illiterate adults, which abound in the South and West, and in all our large cities, cannot be taught to read by our present methods, in the limited time they have to devote to this acquisition ; it being a work of three or four years to learn to read ; accordingly, illiterate adults and the children of the very poor, are *virtually* excluded from our Common Schools.

Third : That as "reading is the gate to knowledge," and knowledge is necessary to the proper conduct of "free institutions," it must prove disastrous to the future of our country, to stop so large a portion of our population, at the very threshold ; because, the entrance is too long, narrow, and difficult.

These facts have already alarmed the patriotism of many American statesmen and Christian lovers of the country. It has led to the introduction of "bills in Congress," and seems now to call for a special organization to take this matter in hand, as a necessary reform and improvement, in the all-important department of the "elementary teaching of reading." Nothing, but the "enthusiasm of humanity," born from the earnest consideration of the facts above mentioned, can either introduce or carry on, such a reform, in a class proverbially slow and timid in introducing changes in the ordinary methods of teaching.

This fact, as well as those before mentioned, calls for the formation of a "society for the illiterate,"—the poorest and the most needy elements of society, that cannot speak for themselves and hence, are the most neglected.

The solution of this problem consists, therefore, in finding some *scientific* and *rational* method of teaching the "reading of the language," which, without discarding its orthography or its typography, shall apply strictly the phonic principle of "*a fixed number of sounds to a fixed number of signs*," as they exist in the language, and as a key to reading the common text ;—instead of making, as now, *every word a separate object of memory and special study for its correct pronunciation*.

The practical and important question is, *Can this system of primary teaching, or any other that can be proposed,*

*really facilitate and shorten the time of teaching reading, so as to bring such instruction within the reach of a great many who otherwise would remain illiterate?*

We put this method before the attention of the scholars and teachers of America, who have the judgment in their hands, and also the patriotism to recognize its great use if they think the principle and method here indicated are true and can be made to attain the practical end designed for "the illiterate poor."

We therefore send you herewith this essay and exposition of the whole subject, for your study and consideration, under the title, "The New Pronouncing Text for the Instruction of the Illiterate." After due examination, if this method of teaching seems to you to promise anything for the illiterate class, please send us your name for the membership of this Society. The full list of names will soon be published and will be found to contain some of the most accredited educators in the country.

Address,

PROFESSOR J. C. ZACHOS,  
Cooper Union, New York City.

# AN ADDRESS

## TO THE FRIENDS OF EDUCATION.

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### INTRODUCTION.

GENERAL OBSERVATIONS ON THE TRUE ALPHABET OF ENGLISH AND "THE NEW PRONOUNCING TEXT" FOR ILLITERATES.

1. After several centuries of varying typography and orthography, the English language, by the common and tacit consent of educated people, has settled down to a form and usage on which the dictionaries can assume an authority as the basis of the orthography and typography by them adopted.

2. But the composite nature of our text of English has escaped the attention, or baffled the study, of our English scholars and teachers, so that this text has hitherto appeared a chaos of "sounds and signs corresponding," without any regularity in the relation of the two, and furnishing no determinate and regular method of teaching that applies to elementary pupils in reading.

3. This has hindered the spread and propagation of the language, as a written speech, at the very threshold, and



stopped the progress of civilization and English thought to an incalculable degree, notwithstanding the extent and power of the English-speaking people in commerce and in arms.

4. In the succeeding exposition of the alphabet, commonly called the "Roman alphabet," of twenty-six letters, we have seventy-five different sounds corresponding to the letters collectively, ranging from one to eight sounds for each letter, or an average of nearly three sounds to each. (See Part V.)

5. This fact has created a "sense of chaos" in the aspect of this alphabet when presenting the true symbols of sound in the orthography and typography of the English text.

6. There are forty-five "elementary sounds" to be served by these twenty-six letters, some of which, by the usage of the text, correspond to eight different sounds, and some, in particular places, have no sound at all.

7. But the truth is that the "Roman alphabet" furnishes only the *basis* of the English signs of sound used in print.

8. The English text, in its orthography and typography, is a *composition*, with its own rules and usages, to which it compels the Roman alphabet to furnish *material* for construction.

9. Students of English have failed to perceive, or to follow up, this construction; while they have been industrious in exposing the deficiencies of the alphabetic letters by themselves, in furnishing a consistent and invariable number of signs for the sounds of spoken and written English, such as other modern languages have now.

10. This confusion is like that of the "Ptolemaic system

of astronomy," as compared with that of Copernicus, and for a similar reason the point of view taken of the same objects is not identical.

11. But if we change the investigation from the Roman alphabet to the English text, we will find comparative order, where before was thought to be "all confusion."

12. Those Roman letters must be *composed* and *recomposed*, must be hedged in and regulated by stated and invariable usages prevailing in the text; and then we can find an "alphabet of signs" to decipher the sounds of the English text, when read by "sign and sound corresponding," or on the "phonic principle."

13. The incomparable value of this "phonic principle," as applied to reading and spelling a language, has been fully acknowledged and industrially sought for the English language; but it has been sought outside of the English text by a process of *invention*, and not within that text by a true method of *discovery*!

14. It is true that there are artificial difficulties and great irregularities in the construction of the English text, when judged from the simplest application of the phonic principle—that of having but one sign for each elementary sound, used regularly and without exception.

15. These irregularities in the usual form of the text of books must remain for the present until the strife with fixed habits and associations shall gradually overcome such irregularities, under the law of evolution in reason.

16. But so important, so effective, and so fruitful of the happiest results has this "phonic principle" been found, in whatever method it has been used in the teaching of elementary reading, that scholars, teachers, and philanthropists are convinced that to introduce it in the least offen-

sive and most acceptable way to the uses of primary teaching is now the greatest need in education.

17. To meet this obvious and felt necessity is the object of this treatise on the "True Alphabet of English" and "A New Pronouncing Text," with a *minimum* of change in the typography, and *none* in the orthography of English, designed for elementary teaching in reading.

## SECTION I.

### THE PRINCIPLES AND METHODS OF "A NEW PRONOUNCING TEXT."

#### THE FIVE PRINCIPLES.

There are five principles and methods that can be used to render an English text "phonic" and give to every letter and digraph a clear significance as to its sound in the word, and enable the eye to read the text by "sign and sound corresponding," without changing the proper orthography of the language.

These principles and methods are used to an imperfect degree, in all "pronouncing dictionaries" and spelling-books.

First—Most of the letters and digraphs have one regular, adopted usage in the English text, as signs of certain "elementary sounds" in the spoken language, such as p, b, f, d, ch, th, oi, ou, etc. This principle of a regular adopted sign and sound corresponding, makes signs regular "by adoption."

Second—Many of the letters and digraphs have a special

significance given to them, as signs of sound, by their position or association uniformly with other letters, or by their uniform position in the syllabication of the word. For example: in separating the syllables of words, as is always done in dictionaries, a significance as to sound, is given to a vowel or a vowel digraph by placing it at the end of the syllable with the syllabic space following, or before a consonant ending the syllable, or associating an *e* mute in the same syllable, with the preceding vowels, as fat, fat-ten, fate, fa-tal, melt, melt-ing, mete, me-ted, bit, bit-ten, bite, bi-ting, rot, rot-ted, note, no-ted, mud, mud-dy, mule, mu-lish, etc.

Here the long vowels can be distinguished from the short simply by their position in the syllables or the space that divides them; this is called the "syllabic sound" of each vowel. This method of distinction, as to sounds of letters and digraphs, may be used to give regularity of sound by "*position*."

Third—There are certain diacritic or distinguishing marks appropriated to certain letters or digraphs that have more than one sound and where neither the principles of "adoption" or "position" will apply in the particular word. These marks are put over the letter or digraph and serve to indicate the sound according to "a key" devised for the purpose, as in *děad*, *băde*, *hăve*, *wăd*, *wōod*, *sòn*, *frĭënd*, *păłm*, etc.

Fourth—Where the particular sound given to a letter is comparatively rare, instead of devising a special mark in "a key," the word is respelled with the proper representative letters, as in said = (sed), women = (winen), busy = (bizy), pique = (peek), etc.

Fifth—Every silent letter or digraph is italicized, unless,

like the *e* mute, at the end of syllables, with a single long vowel preceding, it is understood to be mute, or the whole word is italicized. The italics are designed to give the word its true sounds by omitting the silent letters from the pronunciation. Example: *limb*, *built*, *knock*, *beauty*, etc.

#### THE EYE AND EAR IN A PRONOUNCING TEXT.

1. In "The New Pronouncing Text" the eye is instructed by the "marking," as well as by the rules and usages of the language, by "adoption," or by "position." These determine what sounds are used for the signs in any given case. Thus *a*, as in *fate*, *fa-tal*, has its sounds by position, and *ai*, *ei*, *ey*, as in *fail*, *vein*, they—all these have the same sound "by adoption;" this may be learned by the instructed eye. So also all the regular "elementary sounds" of the language may be taught and assumed by the ear, as regularly answering each, to one or more particular letters or diagraphs, in oral spelling or in writing.

2. The ear, when instructed in the "elementary sounds," may be taught to expect regularly certain letters and diagraphs by the conditions of "adoption" and "position" for each sound. Thus *spelling orally may be brought within rule*, in the large majority of words; the exceptions must be taught to the eye. (See Part IV.)

3. A "pronouncing text" to the eye for reading purposes, therefore, requires a different analysis from that of the text designed for "oral, phonic spelling." The latter will guide an instructed ear to expect certain letters regularly for each sound in the word. The exceptions must be given by a full list of such words as is given in the

“Third Part” of this work. The use of a “key” will vindicate itself by making the exceptions comparatively few.

4. In “phonic reading” an instructed eye will find in the “key” the “elementary signs” corresponding to the “elementary sounds;” but in oral “phonic spelling” an instructed ear will find in a “key” the letters and digraphs corresponding by rule, by “adoption,” or by “position” to the sounds heard in the spoken English.

## SECTION II.

### A KEY TO THE NEW PRONOUNCING TEXT.

*Each Sign and Sound Corresponding Determined by Adoption, Position, or Marking.*

SEC. 1.—*Vowel-signs, long—By marking, or by position (6).*

By marks—ā, ē, ī, ō, ū, ŷ.

By position—ba- be- bi- bo- bu- by-.

By position—Fate, Eve, Ice, Ode, Mute, Lye.

*Obs.*—The long vowel is before a space, in syllabication ; or, with an e, mute, in the same syllable.

SEC. 2.—*Vowel-signs, short—By marks, or by position (6).*

By marks—ă, ě, ĭ, ǒ, ŭ, ŷ.

By position—at- et- it- ot- ut- yt-.

By position—amp, est, int, ost, nnk, yst.

*Obs.*—The short vowel is followed by one or more conso-

nants, in syllabication, without an e, mute, in the same syllable.

SEC. 3.—*Consonant-signs—By adoption* = (17).

B-b, D-d, F-f, H-h, J-j, K-k, L-l, M-m, N-n, P-p, R-r, S-s, T-t, V-v, W-w, Y-y, Z-z.

*Obs.*—Some of these signs of sound are also distinguished by position. (See Sec. 8.)

SEC. 4.—*Irregular vowel-signs, determined by marking or by position* = (11).

By marks—â, ä, â, â, ă, ě, ô, ó, û, ũ, ɯ.

By position—(â), short and open, (before two consonants, one of which is f, n, or s), shaft, ant, cast, grant, pass, etc.

By position—(ä), long and open, (in the digraph, *ar*), far, car, star, mar, etc.

By position—(â), long and broad, (before *ll*, and after *w*), all, call, war, want.

By position—(ă), long and narrow, (before *re* or *ir*), fare, care, hair, stair, etc.

By position—(ě) like (ă)—(before *re* or *ir*), there, where, their, heir, etc.

By position—(û) long and close (after *r*, when the *u* is long, also, by position), rule, rude, ruin, ruling, etc.

By position—(ɯ), initial, like *yu*—(when the *u* is long, also, by position), use, *u nit*, *ab use*, etc.

*Obs.*—The sounds of â, ô, ó, û, are *always* distinguished by the marking—wâd, lôse, sôn, pût, etc.

SEC. 5.—*Vowel digraphs—By adoption or by marks (24).*

<i>Digraphs.</i>	<i>Equivalents.</i>
ai = ay = ei = ey . . . . .	= $\bar{a}$
ee = ea . . . . .	= $\bar{e}$
au = aw . . . . .	= $\hat{a}$
ue = ew . . . . .	= $\bar{u}$ or = $\hat{u}$
oo . . . . .	= $\hat{u}$
oa = $\bar{o}$ w ( $\bar{o}$ w, always marked) . . . . .	= $\bar{o}$
$\bar{o}\bar{o}$ ( $\bar{o}\bar{o}$ , always marked) . . . . .	= $\hat{u}$
or, (the o, like $\hat{a}$ ) . . . . .	= $\hat{a}$
ar, (the a, like $\bar{a}$ ) . . . . .	= $\bar{a}$

*Digraphs, no marked equivalents.*

oi = oy = oil, boy.

on = ow = out, cow.

ur = er = ir = or (the o, always after w) = worm  
= fur = her = sir, etc.SEC. 6.—*Consonant digraphs—By adoption or by marking (10).*

1. ch, as in church, cheek, etc.
2. sh, as in shun, shame, etc.
3. ph, as in phonic, philosopher.
4. th, as in then, this, they, etc.
5.  $\bar{t}\bar{h}$ , as in  $\bar{t}\bar{h}$ in,  $\bar{p}\bar{i}\bar{t}\bar{h}$ , etc.
6. wh, as in who, when, etc.
7. ng, as in sing, bang, etc.
8. ck, as in kick, sack, etc.
9. qu, as in quick, quote, etc.



10. (zh)—an adopted sign, for respelling rare sounds of s and z—pleasure = (plezh ur), azure = (a zhur).

SEC. 7.—*Polygraphs in final syllables, unaccented—By adoption and position = (6).*

1. tion = sion = (shun).
2. tious = cious = (shus).
3. ous = (us).
4. ure = (ur).

*Obs.*—There is a number of these polygraphs in final, unaccented syllables, which, except the six above given, are re-spelled in the “New Pronouncing Text.”

SEC. 8.—*Consonants, each having two sounds—By position.*

I. *C*, sounded as *k* or as *s*.

1. *C*, *c*, sounded as *K*, *k*, before a, o, u, r, l, t; and, as the last letter in syllables, unaccented: cat, cot, cut, crab, clam, sect, etc.; tonic, cubic, eccen'tric, etc.

2. *C*, *c*, sounded as *S*, *s*, before e, i, y; or, before an e, mute, in the same syllable: cede, cite, cyst, etc.; ace, ice, duce, hence, since, etc.

II. *G* sounded “hard” or “soft”—(as *j*).

1. *G*, *g*, hard, as a “rear-palate;” before a, o, u, r, l, and, as the last letter in syllables: gap, go, gun, grant, glad, gig, gag, log, etc.

2. *G*, *g*, soft—(as *J*, *j*), before e, mute, in the same syllable; or, when marked—(*ġ*)—otherwise, *g*, is always hard: *g*, (soft), rage, huge, oblige, etc.; *ġ* (marked), *ġ*em, *ġ*in, *ġ*erm, etc.; *g* (hard), get, give, gig, gild, etc.

### III. *N*, as a “dental,” or “rear-palate.”

1. *N*, *n*, as a *dental-sound*. At the beginning or the end of words and syllables: run, nine, noon, nin ny, etc.

2. *N*, *n*, a rear-palate—(as ng), before *c* and *g*, hard, or before *k* and *q*: zinc, ink, span gle, bun gle, un cle, con quer, etc.

*Obs.*—But ng, when final, in the syllable, has the *g* silent, and is a digraph = (ng). (See, Sec. 6.)

### IV. *S*, *s*, an “atonic,” hissing sound; or, as a subtonic, buzzing sound (like *z*).

1. *S*, *s*, *hissing*, at the beginning of all words, and after an “atonic” in the same syllable: sips, rats, sticks, safes, piths, sleeps, surfs, etc.

2. *S*, *s*, like *Z* (a “subtonic” dental). After a “sub-tonic” sound, or a long vowel, in the same syllable: rubs, sleds, rugs, sums, sins, pills, furs, etc.; raise, nose, rise, fuse, etc.

*Obs.*—There are very few exceptions to this usage of both the sounds of *s*, mentioned above, “by position;” but this is enough for the elementary pupil.

### V. *X*, like *ks*, or like *gs*.

1. *X*, like *ks*, when final, in words and syllables; or, when followed by an “atonic sound:” box, vex, wax, etc.; expect, excuse, excite, etc.

2. *X*, like *gz*, when followed by an accented syllable, beginning with a vowel, or an *h*, mute: ex-ist', ex-act', ex-hale', ex-haust', etc.

### VI. *ed*, a final suffix, like *t*, or like *d*.

1. *ed*, final, is sounded like *t*, when preceded by any “atonic,” except *t*: kicked, buffed, ripped, hussed, reached, etc. (the *e* silent).

2. *ed*, final, is sounded as *d*, when preceded by any “sub-tonic” (the *è* silent): rubbed, rigged, sunned, felled, etc.; but, if *t* or *d* precede, *ed* is sounded as a separate syllable: dust-ed, no-ted, mud-ded, etc.

VII. *Y*, short, and *Y*, long, in final syllables.

*Y*, is long, in final syllables, when under accent; and short, when not under accent: *defȳ'*, *denȳ'*, *replȳ'*, etc.; holy, city, pity, cavalry, rivalry, etc.

*Obs.*—The *y* is also distinguished by position and adoption, as in Sections 1, 2.

#### SUMMARY OF THE KEY.

1. Regular vowel sounds, distinguished by position = 12—(see Sec. 1, 2).
  2. Regular vowel sounds, distinguished by marks = 12—(see Sec. 1, 2).
  3. Irregular vowel sounds, distinguished by position = 7—(see Sec. 4)
  4. Irregular vowel sounds, distinguished by marks = 4—(always marked)
  5. Consonant sounds, distinguished by adoption = 17—(one marked) = 18.
  6. Consonant digraphs, distinguished by adoption = 9—(one marked) = 10—(see Sec. 5).
  7. Vowel digraphs, distinguished by adoption = 22—(two marked) = 24.
  8. Consonants, distinguished by position = 6—(see Sec. 8).
  9. Final polygraphs—by adoption and position = 6—(see Sec. 7).
- Unmarked = 79; marked = 27. Total = 106.

#### GENERAL OBSERVATIONS ON “THE SUMMARY” AND “THE KEY.”

1. It will be seen by the above “summary” that, while the unmarked signs of sound are 79, the marked signs are 27; but, the ratio of their respective use, in the “Pronouncing Text,” designed for the pupil, is much greater.

The marked words are less than six per cent. of the unmarked. This fact makes the difference, in their appearance, between the text of "pronouncing dictionaries," and this "Pronouncing Text," as suitable for a Pronouncing Primer and a Pronouncing Reader, for pupils in "elementary reading." (See, "Pronouncing Reader.") It is the number of the words *unmarked* that makes the "Pronouncing Text" so near an approximation to the common text of English, that the transition for the pupil is very easy.

*Obs.*—Webster's dictionary has forty, and Worcester's has sixty, marked letters; and, in *every word* of the texts, there are marked letters. (See, "Keys, to these Pronouncing Dictionaries.")

But there is little need of any "*transition*," to the common text, if, a *practical* and *sufficient* portion of the common vocabulary of English, is found in the "Pronouncing Reader;" this, is actually, accomplished, for the "Anglo-Saxon" part of the language, by the *selection*, the *number*, and the *arrangement* of the words of the Reader.

2. There are three kinds of words in the "Pronouncing Text" to which the Key applies—regular, irregular, and exceptional.

The regular words are such as have all the sounds determined, either by the "adoptions" of the language, or by a fixed usage of "position;"—hence, they need no marking.

The irregular words require the marking of some letters, whose sounds are not determined, either by "adoption" or by "position."

Of the marked vowels, some are exceptional, or occasional departures, from the regular sounds,—owing to particular words; and some are permanently marked, as, "irregular sounds."

*Exceptional words*—dëad, bīnd, hōst, priēst, etc. : some of these must be respelled, as—been = (bin), said = (sed), rough = (ruf), women = (wimin), etc.—(less, than one per cent. of the whole).

*Letters permanently irregular*—â, ô, ò, û, ġ—(as, j) ōw, ōo, tñ :—these sounds are always marked and taught in the Primer ;—as in wād, lôse, sòn, pñt, ġem, fōot, lōw, tñin.

*Obs.*—About forty, irregular words,—very common and oft-repeated, are taught in the “Primer ;” and hence, are not marked in the “Reader.”

3. It must be borne in mind that the *syllabication* of words is *essential* to this “Pronouncing Text ;”—as it is in “Pronouncing Dictionaries.”

This separation of the syllables, indicates sounds, as clearly as the marks,—a principle which the dictionaries do not use for this purpose ; and yet, they furnish all the authority for syllabication.

4. Italic letters are also essential to this “Pronouncing Text ;” for these indicate the silent letters which leave the letters, not silent, to indicate all the true sounds in the word.

5. In this cursory and brief explanation, it is impossible to give all particulars necessary to the full understanding of this system, and its application to the teaching of the illiterate ;—which requires a much shorter time than can be done by the common, “word method.”

The following facts can be verified, as the results of the author’s examination into this subject, and having a very important bearing upon the whole subject.

1. Seventy-nine signs of sound—letters and digraphs—taken from the common text of English, without any change

or marks of distinction, will furnish a true alphabet of sounds and enable a pupil to apply strictly the "phonic principle" of reading by "sounds and signs corresponding," to every word in the English text, as found in dictionaries,—except, about six per cent. of the words, which require marking similar to those used to indicate the proper pronunciation of words, in "Pronouncing Dictionaries."

2. That this "Pronouncing Key" can be taught to a pupil in about fifty lessons, on twenty charts, which illustrate the Key, for the pupil. It is the "*Pronouncing Primer*" that constitutes the "Key" for the pupil;—taught by these charts, to a whole class, in oral lessons, given in free classes.

3. But what of the *vocabulary*?—how is this to be conveyed to the pupil, sufficiently, to introduce him to the reading of common books and the newspapers? Here, it must be borne in mind that it is not the *whole* of the vocabulary of English that is needed; nor, any considerable part; but, *sufficient*—say, to read the New Testament.

4. For this purpose, the following facts can be verified:

*First*, that if we take any part of the New Testament and count, continuously, ten thousand words, we shall find that this passage will contain nearly all the words in the New Testament;—either, in their primitive forms, or in their derivatives.

*Second*, that of these ten thousand words, quite one-half, is contained in the repetition of about *one hundred* very familiar and oft-recurring words:—these may be taught in the "Primer" before taking the Reader.

*Third*, that of the five thousand words remaining, about twelve hundred only, are "*primitive* words;" and the rest are "*derivatives*,"—obtained by attaching about *twelve* *suffixes* and *terminations*, to the primitive, according to *five*

*specific rules* that do not *alter* the *spelling* of the primitives; or, do so, in some simple and uniform way.

*Fourth*, by making a *special vocabulary* by themselves, of these twelve hundred primitive words, with their respective terminations, given under the rules, we obtain about 5,000, different words which the pupil can study with great advantage, and master them, in a very short time;—in connection with, and at the same time, while practising in the “Pronouncing Reader,” from which all the “primitive words,” are taken.

5. Thus, the “Pronouncing Primer” illustrates this “Pronouncing Key,” in about 500 words selected and tabulated, on twenty charts, for the purpose of instruction; and furnishes an adequate “Key” to the “Reader.” The Reader contains a “practical vocabulary,” or almost all the words necessary, for the mastery of reading in common books and the New Testament in the smallest compass of words.

6. About one hundred lessons given orally, by a teacher, in an “evening school for adults” or, in a “half-time school” for “working children,” has been found sufficient, to put this “elementary reading,” within the reach of the illiterate (see Introduction).

7. This, it appears to the author, solves the difficulty of “illiteracy,” among the *poor* of the “English speaking people”;—while the common “word method” of teaching, can make but little impression upon the vast number of illiterate adults, or of the “working children of the poor,” who must leave school very early in life.

8. The difference between teaching reading by a “Key,”—instead, of the common “word-method,” is imperfectly expressed by the difference between four or five thousand words of the “common vocabulary,” and these one hun-

dred signs of sound taught by a systematic "Primer of Charts" constructed to illustrate this "Pronouncing Key"; because, there is a "*scientific method*," in the latter, and only memory and "*learning by rote*," in the former.

The one opens the "gates of knowledge," *with a "key"*; the other bursts them open, at last, by *repeated and long-continued blows!*

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#### NOTE.

"The National Society, For the Illiterate," will have for its object, the establishment of free classes in Elementary Reading, in all the large cities of the country, through the local interest, in the education of the poor,—both private and public.

The function of this society is to inspire the "public spirit" and recommend the method.

The necessary and incidental expenses, for such an enterprise, may be partially raised, at first, by the sale of the book, which explains the *method of teaching* proposed;—if there be a sufficient response and encouragement, to this Address, and brief explanation, sent to the Educators of the country.

The Book will consist of an Introduction and Four Parts—

PART FIRST.—THE "PRONOUNCING ALPHABET OF ENGLISH," which gives a text that does not alter the Orthography of the Language; and in the smallest degree, changes the common Typography.

PART SECOND.—THE PRONOUNCING PRIMER, illustrating the "Pronouncing Alphabet;" and serves as a "Key," to the Pronouncing Reader.



PART THIRD.—THE PRONOUNCING READER which contains a vocabulary of Anglo-Saxon;—sufficient to read the New Testament,—in the smallest compass of words.

PART FOURTH.—A VOCABULARY OF WORDS, selected from the Reader, to illustrate “oral spelling,” and show the composition of words.

The Book, will be sold, by subscription, at one dollar.

N. B. All “Copyrights” will be the property of the “National Society for the Illiterate;” and the proceeds will be strictly applied to its expenses, in the propagation of this cause, as stated in the Note, above.

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## THE PRONOUNCING READER.

(A Specimen.)

### LESSON I.

*From the Book of Genesis.*

#### CHAP. I.

1 In the begin'ning, God cre a'ted the heav en and the earth.

2 And the earth was with out' form, and void; and darkness was up on' the face of the deep: and the Spīrit of God mōved up on' the face of the waters.

3 And God said,<sup>1</sup> Let there be līght; and there was līght.

NOTE (1).—All irregular words, not marked or respelled, are taught in the “Primer.” These are about, 40, *very common* words.

4 And God saw the *light*, that it was good; and God divi'ded the *light* from the dark ness.

5 And God called the *light* Day, and the dark ness he called *Nīght*. And the evening and the morn ing were the first day.

6 And God said, Let there be a fir mā ment in the midst of the waters, and let it divide' the waters from the wa ters.

7 And God made the fir mā ment, and divi'ded the wa ters which were under the fir ma ment from the waters which were a bōve' the fir ma ment; and it was so.

8 And God called the fir ma ment Heav en. And the evening and the morn ing were the sec ond day.

9 And God said, Let the wa ters un der the heav en be gathered tō geth'er un to one' place, and let the dry land ap pear'; and it was so.

10 And God called the dry land Earth, and the gath ering to geth'er of the waters called he Seas; and God saw that it was good.

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## LESSON II.

11 And God said, Let the earth bring fōrth grass, the herb yīeld ing seed, and the frūit-tree yīeld ing frūit after his kīnd, whōse seed is in it self', up on' the earth; and it was so.

12 And the earth brought—(brawt) fōrth grass, and herb yīeld ing seed af ter his kīnd, and the tree yīeld ing frūit,

<sup>1</sup> NOTE.—Italic letters, are silent; and leave the rest of the letters, as the true “*signs of sound*.”

whôse seed was in it self', af ter his kînd ; and God saw that it was gôod.

13 And the evening and the morning were the third day.

14 And God said, Let there be lîgh<sup>t</sup>s in the fir ma ment of the heav en to divide' the day from the nîgh<sup>t</sup> ; and let them be for sîgh<sup>n</sup>s and for seasons, and for ðays and years.

15 And let them be for lîgh<sup>t</sup>s in the fir ma ment of the heav en to give lîgh<sup>t</sup> up on' the earth ; and it was so.

16 And God made two greāt lîgh<sup>t</sup>s ; the greāt er lîgh<sup>t</sup> to rule the day, and the less er lîgh<sup>t</sup> to rule the nîgh<sup>t</sup> : he made the stars âlso.

17 And God set them in the fir mâ ment of the heav en to gîve lîgh<sup>t</sup> up on' the earth,

18 And to rule o ver the day and o ver the nîgh<sup>t</sup>, and to divide' the lîgh<sup>t</sup> from the dark ness ; and God saw that it was gôod.

19 And the evening and the morning were the fôurth day.

20 And God said, Let the waters bring fôrth a bun'dant ly the mô ving crea ture that hat h life, and fowl that may fly a bôve' the earth in the o pen fir ma ment of heav en.

21 And God crea' ted greāt whales, and ev ery living crea ture that môv eth, which the waters brough<sup>t</sup>—(brawt) fôrth a bun'dant ly af ter their kînd, and ev ery winged fowl af ter his kînd ; and God saw that it was gôod.

22 And God blessed them, saying, Be frûit fûl, and multipl̄y, and fill the wa ters in the seas, and let fowl multipl̄y in the earth.

23 And the evening and the morning were the fîfth day.

## LESSON III.

24 And God said,<sup>1</sup> Let the earth bring fōrth the living creature after his kīnd, cattle, and creeping thing, and beast of the earth after his kīnd ; and it was so.

25 And God made the beast of the earth after his kīnd, and cat tle af ter their kīnd, and ev ery thing that creep eth up on the earth after his kīnd ; and God saw that it was gōod.

26 And God said, Let us make man in our im age, after our like ness ; and let them have do min'ion o ver the fish of the sea, and o ver the fowl of the air, and o ver the cat tle, and o ver all the earth, and o ver ev ery creep ing thing that creep eth up on' the earth.

27 So God crea'ted man in his own im age, in the im age of God crea'ted he him ; male and fe male crea'ted he them.

28 And God blessed them, and God said un to them, Be frūit fīl, and mul tip lỹ, and re plen'ish the earth, and sub due' it ; and have do min'ion o ver the fish of the sea, and o ver the fowl of the air, and o ver ev ery living thing that mōv eth up on' the earth.

29 And God said, Be hōld', I have giv en you ev ery herb bēar ing seed, which is up on' the face of all the earth, and ev ery tree, in the which is the frūit of a tree yiēl ding seed ; to you it shall be for meat.

30 And to ev ery beast of the earth, and to ev ery fowl

<sup>1</sup> NOTE.—All that is taught in the "Primer," is assumed to be familiar to the Pupil, in the "Pronouncing Reader."

of the air, and to every thing that creepeth up on' the earth, where in' there is life, I have given every green herb for meat; and it was so.

31 And God saw every thing that he had made; and, behold', it was very good. And the evening and the morning were the sixth day.

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## LESSON IV.

### CHAP. II.

1 Thus the heavens and the earth were finished, and all the host of them.

2 And, on the seventh day, God ended his work which he had made; and he rested on the seventh day from all his work which he had made.

3 And God blessed the seventh day, and sanctified it, because' that in it he had rested from all his work which God created and made.

4 These are the generations of the heavens and of the earth when they were created, in the day that the Lord God made the earth and the heavens;

5 And every plant of the field before' it was in the earth, and every herb of the field before' it grew: for the Lord God had not caused it to rain up on' the earth, and there was not a man to till the ground.

6 But there went up a mist from the earth, and watered the whole face of the ground.

## LESSON XIX.

## CHAP. IV.

1 Then was Je sus led up of the Spīr it in to the wil der-ness to be tempt ed of the Dev il.

2 And, when he had fast ed for ty days and for ty nīghts, he was af ter ward an hun gred.

3 And, when the Tempt er camē to him, he said, If thou be the Sōn of God, com mand' that these stones be made brēad.

4 But he an swer ed and said, It is writ ten, Man shall not live by brēad a lone', but by ever y word that proceed'-eth out of the mouth of God.

5 Then the Dev il ta ketĥ him up in to the holy cit y, and set teth him on a pin na cle of the tem ple,

6 And saith un to him, If thou be the Sōn of God, east thyself' down: for it is writ ten, He shall gīve his āngels charge concern'ing thee; and in theīr hands they shall bēār thee up, lest at any time thou dash thy fōot a gainst' a stone.

7 Je sus said un to him, It is writ ten a gain', Thou shalt not tempt the Lord thy God.

8 A gain', the Dev il ta ketĥ him up in to an exceed'ing hīgh moun tain, and shōweth him all the king dōms of the world, and the glory of them ;

9 And saith (setĥ) un to him, All these tĥings will I gīve thee, if thou wilt fall down and wor ship me.

10 Then saith Je sus un to him, Get thee hence, Sa tan ;

for it is *written*, Thou shalt worship the Lord thy God, and him only shalt thou serve.

11 Then the Devil leaveth him; and, be hōld'! ān gels came and min is tēred un to him.

NOTE.—In this specimen of the “Pronouncing Reader,” there are 1200, words; of these there are forty, marked, or irregular words;—not counting *repetitions*,—or, about, three, per cent.

### ADDENDA.

The facts and proofs of the great utility of this “*New Method with the Illiterate*” will be found stated in the Introduction to the forthcoming book; they are fully supported by competent testimony.

To repeat these “facts and proofs,” in every city of the country, and wherever, the intelligence and interest of educators and Teachers, can be enlisted in behalf of the adult Illiterate, and the “children of the poor,” is the design and purpose, of The National Soc. for the Illiterate.





NEW YORK, \_\_\_\_\_

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I have thought that it would be perfectly appropriate, and interesting to you, if I sent you the accompanying "Circular to the Friends of Education."

It is an Introduction to a "Treatise on the Best Method of Dealing with the Illiterate." It is a "new departure" in primary instruction in reading; because, it starts with a "*discovery* of the true nature of the English Text," and the finding of an "Alphabet of signs and sounds corresponding," taken from the Text itself, and used as a "Key to Reading." Hence, for the first time in the history of teaching, a "*strict, pronouncing Text*" is applied to the reading of English—*without altering the Orthography, and in a very slight degree* touching the Typography of the Common Text."

The importance of this "discovery," at the present time, and in the condition of our country with respect to illiteracy, is set forth in the accompanying paper. It is "A Circular to the Friends of Education," that sets forth the necessity and the present opportunity of dealing with the problem of the ever-increasing illiteracy of our country.

I have not, as yet, published my Work, the nature of which I indicate in the "Circular," nor do I consider my Work of any importance, except, as answering the question—"What shall we do with the vast number of the illiterate, in this country, constantly growing upon us by immigration,

and the children of those too poor to stay even at a "Free School," long enough to read well, before the age of nine or ten;—*when they must leave school* "to earn a living"

The means are provided for this publication; and are put entirely at the command of "The National Association for the Illiterate."

But the *application* of this reform, in the teaching of elementary reading, is too great a work, for any private means, to accomplish; it is co-extensive with the country; and if it be of *any* importance, it is of *national* importance.

Therefore, the necessity is felt, of forming such an Association, and soliciting the moral support and co-operation of every citizen who recognizes the necessity of doing something to grapple with the "evil of Illiteracy" throughout this country of free institutions.

You are hereby, solicited merely, to send us your name as a member of the Society, without any conditions or obligations than such as are mentioned in the accompanying address. It is simply "*to help on the cause.*"

Yours respectfully,

J. C. ZACHOS,

*Curator of the Library of the Cooper Union, New York.*

N. B.—Please notice, this is not a "reform in spelling," to which there is nothing hostile in our Treatise; but a reform in *teaching Reading*; and such simple changes in the typography of an "Elementary Primer" and a "Pronouncing Reader," as to bring both within easy reach of the "illiterate poor"; to whom the "phonic principle" of teaching by "sign and sound corresponding," may be *strictly applied*.







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